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ABSTRACT

The contributions of art experiences to special education are discussed and guidelines for integrating art into the curriculum are provided. Art is seen to have potential for developing handicapped children's self expression, independence, sensory stimulation and motivation, perception discrimination, skill development, and career and personal interests. Aspects of special education legislation (including eligibility, individualized education programs, least restrictive environment, and individualization) are briefly reviewed. General considerations for planning special education art experiences are addressed; and goals in the areas of perception, skills, self actualization, and work habits are listed. General suggestions for the art teacher (such as reviewing students' development frequently) are followed by specific suggestions for dealing with deaf, deaf-blind, hard of hearing, mentally retarded, multi-handicapped, orthopedically handicapped, health impaired, learning disabled, severely speech impaired, blind, and visually impaired students. Sample individualized education programs (IEPs) are accompanied by charts depicting how short-term objectives can be taught or reinforced through art learning tasks. (Information on materials and equipment is listed). A final section summarizes recommendations concerning art and IEPs, art as a related service, the need for integration of the curriculum, art opportunities for talented handicapped students, and the need for training. (CL)

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ART AND THE HANDICAPPED

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ART AND THE HANDICAPPED

Virginia Department of Education

August 1980

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FOREWORD

Art enhances learning and offers unique experiences in independent, creative action. For a handicapped child, art provides important opportunities to function independently and to master tools, materials, and processes. While a handicapping condition may make it more difficult for a child to use art materials, the need for self-expression, pleasure, and creativity is as great as that of the more normal child. Through art, all children can develop the creative abilities that are present in every human being.

Viktor Lowenfeld stressed the importance of art experiences for all individuals. He noted that certain handicapped children "may never have been encouraged to see, touch, or become involved" in their environment. "It is not just a question of the presence of sounds, or of having things available to touch and see; it is the stimulation of the interaction between the youngster and his environment through the senses that makes the difference between the child who is eager to explore and investigate his environment and the one who retreats from it. Art education has the special mission of developing within the individual those creative sensitivities that make life satisfying and meaningful" (1975, pp. 13, 14).

This guide was written to provide information, guidance, and resources for art educators, special education teachers, and classroom teachers, as well as administrators and supervisors of art and special education programs. It is hoped that the information presented will be useful to all who work with handicapped students and that it may encourage the further integration of art and special education programs.

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PURPOSE

Efforts to make opportunities available to all citizens have increased in the past 15 years and have resulted in significant legislation relating specifically to handicapped persons. The access by the handicapped to facilities and programs receiving federal funding is guaranteed by Section 504 of the Rehabilitation Act of 1973 (P. L. 93-112). This section, together with the requirements of the Education of All Handicapped Children Act (P. L. 94-142), is designed to expedite the removal of barriers which prevent the full participation of handicapped persons in some aspects of American life.

In carrying out state and federal requirements, school divisions must translate guidelines into action. The committee that developed this monograph was charged with the following goals:

1. To investigate and identify the relationship of art experiences to the education of the handicapped;
2. To make some general and specific suggestions for art curriculum in special education programs;
3. To prepare a bibliography concerning art and special education; and
4. To identify existing programs and resources in art and special education.

LEGAL BASIS FOR ART IN SPECIAL EDUCATION PROGRAMS

In 1973, P. L. 93-112 became the first federal law to protect the rights of handicapped persons. It contained nondiscriminatory provisions comparable to previous laws protecting the rights of women and certain minority groups. Part D of P. L. 93-112 specifically calls for a "free, appropriate public education" to be available to all qualified handicapped persons, regardless of the nature or severity of the individual's handicap.

P. L. 94-142 was signed into law by President Ford in 1975. Section 121a.1 of the law states that its purpose is "to insure that all handicapped children have available to them a free appropriate public education which includes special education and related services to meet their unique needs."

Art and cultural activities were not considered in the original draft of the federal regulations adopted to carry out provisions of P. L. 94-142, and this omission was cause for concern on the part of many persons. The final regulations, however, do contain provisions for including cultural activities in the public education program for handicapped children.

Senate Report 94-168 (1975) states:

> *"The use of the arts as a teaching tool for the handicapped has long been recognized as a viable, effective way not only of teaching special skills, but also of reaching youngsters who had otherwise been unteachable. The committee envisions that programs under this bill could well include an arts component and, indeed, urges that local educational agencies include the arts in programs for the handicapped under this act. Such a program could cover both appreciation of the arts by the handicapped youngsters and the utilization of the arts as a teaching tool per se."*

Art should be as much a part of the education of handicapped children as it is for those who are not handicapped. In an individualized program developed

for each handicapped child, art may serve as a "related" or "supportive" service. Related services are defined in the federal regulation. P. L. 94-142, Section 121a.305, "Program Options," states:

> *"The list of related services is not exhaustive and may include other developmental, corrective, or supportive services (such as artistic and cultural programs, and art, music, and dance therapy), if they are required to assist a handicapped child to benefit from special education."*

The need for art in the special education program is implicit in the stated intent of P. L. 94-142 to provide a setting for the handicapped student which is as similar as possible to that of a non-handicapped person. Section 121a.550, General, part (b) (1) states:

> *"Each public agency shall insure that to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped. . . ."*

It is apparent that the intent of the federal legislation was not to limit areas of the curriculum for the handicapped, but rather to set certain minimum standards, and at the same time permit flexibility in local planning.

CLARIFYING GOALS OF ART

The task of educating an individual requires the integration of many programs; art is a basic element in the total educational program. The learning process in art may vary from the deliberate to the spontaneous. An art experience may be planned to help a child learn a particular skill, to serve as a therapeutic outlet, or to encourage creative expression. Art has a place in the experiences of all children and is an essential part of quality education.

The relationship of art experiences to specific areas of development for the handicapped child will be examined in this section.

Self-Expression

Self-expression is a key factor in the development of an individual. It is particularly critical when handicapping conditions may interfere with a child's capacity for self-expression. A child with limited language development or other speech problems may be able to convey thoughts through painting, sculpture, or drawing. Self-expression can be achieved in art only by allowing the child to express ideas and feelings in a personal way. No adult-designed project can substitute for a child's opportunity for self-expression.

Independence

Essential skills, knowledge, and attitudes are acquired during the process of making art. These will continue to serve the individual throughout life. A sense of design will assist in the selection and arrangement of colors, textures, and shapes--making the difference between a disorganized personal environment and one that is expressive, ordered, and satisfying. Skills achieved in art classes lead to continuing personal expression and can be an important factor in the development of a more independent individual.

Sensory Stimulation and Motivation

Art experiences can be utilized in teaching skills related to the child's growth and development. Because of their personal nature, art experiences can be effective tools for the teacher to use. A child's direct exploration of the senses and the use of these experiences in artwork have a greater impact on a child than any experience which deals with the senses in a less direct way.

Perception and Discrimination

Children should be provided experiences that will enable them to become more aware of their environment. Aesthetic judgment and the use of good design in art should be encouraged. The child should develop some ability to compare and evaluate progress in the quality of art.

Skill Development

The professional staff responsible for the education of handicapped children can prescribe art activities that will deal directly with specific concerns. An art activity can usually be found that will involve fine and gross motor skills and will challenge the student to use those skills. For example, working with two- or three-dimensional forms may assist children with perceptual learning disabilities. The handicapped child can express feelings through activities which involve sharing and other social skills needed for success. Children should develop the necessary skills with tools and materials that will enable appropriate expression for their ability and age.

Career and Personal Interests

Art-related experiences offer vocational or avocational possibilities for many children. Some handicapped children may have the artistic and academic ability to pursue advanced training in art and should receive the kind of

preparation needed to qualify them for admission to art school or college. For many other handicapped children, art may offer an opportunity for personal fulfillment in meaningful leisure-time activities.

SPECIAL EDUCATION

Laws and regulations dealing with special education are designed to insure that all handicapped children have opportunities for a free, appropriate public education to meet their individual needs; to insure that their rights are protected; to help states and localities provide suitable special education programs; and to assess and insure the effectiveness of such programs.

The following is a brief review of various aspects of legislation concerning special education.

Eligibility

Eligibility for special education and related services is determined by an eligibility committee. This committee is composed of the special education administrator or designee, persons who have conducted educational, medical, and psychological assessments, and the person responsible for developing the sociocultural report.

The assessment results and the findings of the various disciplines are used to form a composite estimate of the child's strengths and weaknesses. If the eligibility committee determines that the student has a handicap and that the handicap is in fact an impediment to learning, an Individualized Education Program (IEP) is developed, based on the findings and recommendations of the eligibility committee and parental participation.

Individualized Education Program (IEP)

The development of an Individualized Education Program is the keystone in understanding the requirements of the law and meeting the needs of handicapped students. The IEP is designed to ensure that appropriate services are provided to meet a student's individual needs.

State regulations (Chapter Two, Section F) state that the IEP shall include:

1) A statement of the present levels of educational performance;

2) A statement of annual goals, including short-term instructional objectives;

3) A statement of the specific educational services to be provided, for each child, and the extent to which the child will be able to participate in regular educational programs;

4) The projected dates for initiating and terminating services; and

5) Appropriate objective criteria and evaluation procedures and schedules for determining, at least annually, whether instructional objectives are being achieved.

The school division is required to involve the parent in meetings of the committee which develops the IEP. Meetings should be held at a time and place that is convenient for the parent. If the parent is unable or unwilling to participate, then the school division must have documentation of efforts to secure parent involvement.

The student also may be included in the development of the IEP. The teacher and a person representing the local school division (other than the teacher) who is qualified to provide or supervise the provision of special education also must be a member of the committee. Other persons, including the art teacher, may be invited to participate.

The IEP should describe the services to be provided; it is not a daily instructional plan. Daily activities, however, should lead toward the achievement of the goals and objectives specified in the plan.

Art can be included in the IEP in one of two ways:

1) When the handicapped student requires a specially designed art program, goals and objectives must be written to reflect the services the student will be receiving; or

2) When a handicapped student participates in the general art program, this would be reflected in the IEP under the section indicating the handicapped student's participation in the general education program.

Least Restrictive Environment

"Least restrictive environment" refers to the integration of handicapped students with non-handicapped students to the maximum extent appropriate. The removal of a handicapped child from the regular educational environment occurs only when the handicap is so severe that participation in regular classes cannot be achieved satisfactorily, even with supplementary services.

The handicapped student is eligible to participate in a general education art program unless it is determined that the student is unable to take part in the program or cannot benefit from it. A special program should be provided for handicapped students who cannot participate in the art program with non-handicapped students.

Transition

When a handicapped child is moved into a regular classroom, adjustments sometimes must be made by all students in the class.

The handicapped child may find that adjustments are needed because he or she has been placed in a new and unfamiliar environment which includes new classmates and new teacher.

Adjustments by other students in the class may be necessary because of their failure to understand the special needs of the handicapped, and how to interact with such children.

Individualization

Individualized instruction is necessary for handicapped students; tools, equipment, furniture, and the arrangement of the room may also have to be adapted to their needs. Modifications also may be needed in the art class. An exploratory approach, which places more emphasis on the understanding of content rather than on the development of skills, may be preferred.

A crucial factor in the success of the program is the teacher's knowledge of the unique and special needs of each handicapped child in the class. All characteristics of the handicapped student should be considered: mental ability and physical, social, and emotional characteristics, as well as performance in art. In addition to oral instruction, aids such as charts, handouts, recorded information, or demonstrations may be needed. Through communication with the special education classroom teacher and others who work with the handicapped student, the art teacher may better fulfill the needs of each child.

Other Concerns

The inclusion of a handicapped student in a regular class may create certain concerns for the teacher. The physically handicapped student may need help from other students in traveling to and from the room as well as in moving within the room. Work spaces within the room may have to be rearranged. The need for special medication may affect student performance or the ability to use certain tools and equipment. Medical problems such as seizures, allergies, or sensitivty to materials must be considered. Prior knowledge and preparation should enable the teacher to deal confidently with problems that may arise.

The individualized art program has much to offer the handicapped student. The concerns that arise from the inclusion of a handicapped child in an art class will soon yield to the realization that such a child is more similar to than different from other children.

THE HANDICAPPED CHILD IN THE ART PROGRAM

To benefit fully from an art program, children need to work in various media, two and three dimensional, and not be limited to simple crayon-coloring activities. Sequential experiences adapted to age and ability are necessary. If teachers are supportive and emphasize creative self-expression, art can flourish in an atmosphere of acceptance and encouragement.

Many handicapped children would benefit from placement in regular art classes. Because the art program is individualized, it satisfies a wide range of skills and abilities. Specific objectives in art may be included in a child's IEP if it is determined that the development of certain artistic skills may be important in the child's growth. Art may also be offered as a related service, to help the handicapped child benefit from the special education program (e.g., art therapy or cultural enrichment programs).

The following section will examine the relationship between art programs and special education.

General Considerations for Planning

In planning an IEP, it is necessary to assess the handicapped child's present level of performance and potential for growth. Areas to be considered

should include academic achievement, communication skills, social-adaptive behavior, prevocational and vocational skills, psychomotor skills, and self-help skills.

To meet needs determined through this assessment, an appropriate art program must be created for each child. This program may be an integral part of the IEP or it may be a related service, reinforcing individual instructional goals in other subject areas.

Primary Goals in Teaching Art to the Handicapped Child

- Perception

  Activities in perception may help the child to:

  --Develop perception and awareness of the environment.

  --Heighten sensory awareness.

  --Organize thought into creative expression.

  --Increase memory of sensory experiences, both tactile and visual.

  --Visualize symbols, letters, and numbers.

  --Develop the ability to conceptualize.

  --Recognize and appreciate the creative expression of others.

  --Express ideas verbally.

  --Develop perception of form.

  --Recall experiences and express them visually.

- Skills

  Skill development activities may help the child to:

  --Increase manipulative skills.

  --Use media experiences to develop fine and gross-motor coordination.

  --Develop eye-hand coordination.

  --Increase visual sequential memory.

--Develop vocabulary skills.

--Develop art-related vocational skills.

--Increase communication skills.

--Develop reading skills.

- Self-Actualization

  Experiences in self-actualization may help the child to:

  --Develop a positive self-concept.

  --Increase creative response.

  --Find an avenue for self-expression.

  --Develop pride in personal accomplishment.

  --Enjoy art activities.

- Work Habits

  Practice in developing good work habits may help the child to:

  --Increase organizational skills.

  --Develop ability to follow instructions.

  --Use tools correctly.

  --Care for materials and the classroom area.

  --Work cooperatively with other students.

  --Increase attention span.

  --Work independently.

Suggestions for the Art Teacher

--Review and maintain a file on performance, including medical information.

--Attend IEP meetings and confer with teachers and parents when needed.

--Evaluate existing needs of students and set priorities in areas of potential growth.

--Review the development of students at frequent intervals.

--Plan to repeat art concepts through use of various materials until mastered by the child according to his or her ability.

--Arrange tasks in a developmental sequence.

--Provide examples and demonstrations of tasks to be performed.

--Use audiovisual materials, e.g., films, slides, and other illustrative materials.

--Allow students to practice the techniques of each step in a task.

--Emphasize individuality of response.

--Provide materials that the student can control.

--Plan lessons and presentations to accommodate individual attention spans.

--Organize routine procedures, e.g., entering and leaving the room, observing class rules, taking care of materials, and cleaning up.

--Plan creative activities that can lead to original expression.

--Accept the disorder that may result from the handicapped child's total involvement in art.

--Encourage independence in the child.

--Provide outdoors experiences involving, for example, live animals, flowers, and walking trips.

--Encourage only the unique and creative expression of each child; avoid using patterns, coloring activities, or commercial kits.

--Use non-verbal reinforcement, e.g., smile, eye contact, a pat on the back, or other body movements.

--Encourage participation in such artistic experiences as dramatizations, exhibitions of artwork, puppetry, singing, and dancing.

--Provide experiences in art that relate to and reinforce classroom learning.

--Plan activities that involve all the senses and that integrate sensory learning and experiences in perception.

--Provide opportunities to express, through art, ideas about home and family.

--Maintain a reference file on activities that have proved successful in meeting objectives.

--Assess the progress of each child after art experiences.

Specific Suggestions for Working with the Handicapped in Art

- Deaf

The term "deaf" includes children with severe to profound hearing losses. A child may be born deaf or may be born normal but experience a hearing loss through disease or injury. The early detection of a hearing loss is critical in the education of the deaf child since severe loss influences normal development of speech and language.

In teaching art to the deaf child, it is important to empathize with the problems of the deaf who often experience indifference and exclusion from those who speak and hear normally. Persons with normal hearing are frequently frustrated in attempting to communicate with the deaf through speech and thus may need to find alternative methods of communication.

Children with severe hearing loss have not developed normal language and other communication skills. Looking and observing may be a primary means of understanding the world. Thus art experiences are beneficial because of the visual emphasis. Through art, a deaf child communicates in a non-verbal way and becomes able to express more effectively what cannot be said.

Suggestions for Working with the Deaf

--Encourage the use of language and verbal communication.

--Explore use of all the senses in planning instructional approaches.

--Encourage the child to talk about his or her art product.

--Talk naturally to the student and repeat words if necessary.

--Associate sounds with their source and repeat them.

--Give both verbal and non-verbal praise.

- Deaf-Blind

The deaf-blind child cannot experience the pleasure of either seeing or hearing the world. Learning for this child occurs through the kinesthetic, olfactory, tactile and gustatory senses. Children who have severe disabilities are usually confined to residential settings; however, deaf-blind students are occasionally found in special education programs in the schools. Formal instruction may be accomplished through special techniques.

Working with the deaf-blind requires one-to-one interaction. The child has limited mobility and problems with spatial orientation. He or she often reaches out for tactile stimulation and may rock back and forth and hum as a form of self-stimulation.

Suggestions for Working with the Deaf-Blind

--Enrich sensory experiences.

--Provide tactile stimulation to promote learning.

--Use materials that are nontoxic and/or edible.

--Provide opportunities to manipulate clay.

--Assemble kits of textural materials.

--Provide interpersonal contact through the sense of touch.

--Relate learning to a child's experience, using the senses of smell, touch and movement.

- Hard of Hearing

Students with mild hearing losses have difficulty hearing in a noisy environment; those with moderate losses need amplification with hearing aids. These students often have difficulty in following conversations and may rely on reading lips. They may provide inappropriate responses because of misunderstanding

the question. Since language is the medium for social interaction, the hard of hearing child, lacking in both, may appear shy and withdrawn.

The child may be several years behind in school because of the handicap and experience difficulty in acquiring effective speech and in exchanging language with others. Supplementary treatment from a special teacher of the hearing impaired or from hearing pathologists involves training in lip-reading, sign language, and other communicative skills. Adjusting to hearing aids and developing an awareness of sound are important in the student's training.

Teachers of hearing impaired children must work through both the visual and auditory senses. In the art classroom, looking and listening techniques need to be reinforced and the child should be encouraged to use speech.

Suggestions for Working with the Hard of Hearing

--Speak concisely and pronounce words clearly.

--Establish eye contact when talking with the child.

--Allow the student to see and hear all demonstrations.

--Encourage the verbal expression of ideas and experiences.

--Allow the child time to respond verbally.

--Provide visual cues through displays, exhibits, and instructional charts.

--Encourage the student to observe others working and to share in experiences with classmates.

--Use expressions and gestures to reinforce verbal instructions.

--Avoid complicated sentences when simple ones will suffice.

- Mentally Retarded

One of the most important prerequisites of teaching the mentally retarded is a thorough knowledge of the subject and also of the individual student.

Adaptations for these students are based on materials and approaches that have worked successfully with more normal students; however, any adaptation made for an individual or group may not be universally effective. Working with mentally retarded children involves a continuing discovery of their patterns of thought and learning and an understanding that each child has special abilities and problems.

The mentally retarded are classified into three basic groups: severely/profoundly retarded, trainable mentally retarded, and educable mentally retarded. The severely/profoundly retarded are normally taught in either residential settings or in self-contained special education classes. Trainable mentally retarded children usually receive instruction in a self-contained classroom or in a special school. The educable mentally retarded child is most commonly enrolled in a program at a regular school, either integrated into regular classes on a full or part-time basis or placed in a resource room or self-contained classroom.

The following are some general characteristics that the mentally retarded may (or may not) possess in varying degrees of severity. Awareness of these will assist the art teacher in planning an effective program.

*Difficulty remembering and associating ideas related to experience.

*Difficulty understanding and learning from abstract material (better able to learn from immediate experiences).

*Tendency to observe an event without the ability to generalize from observations.

*Slow reaction time (cannot deal with too many stimuli in short period of time).

*Short attention span (this differs widely among individuals).

*Poor retention.

*Difficulty answering questions (results in limited response and conversation).

*Lack of intellectual curiosity.

*Difficulty originating ideas.

*Varying rates of comprehension.

*Perceptual problems (e.g., eye-hand coordination).

*Perseveration in speech and in certain activities.

*Tendency toward excitement and enthusiasm about art experiences (particularly among younger students).

*Need for increased confidence and motivation (particularly among older students).

*Need for assistance in finding alternatives after mistakes are made.

*Lack of detail in art work.

*Varied social growth (ranging from passivity and lack of spontaneous reaction to hyperactivity).

*Lack of sensory stimulation (unresponsive to sensory input).

*Performance affected by medication.

*Need for praise.

Instruction for most activities should include a demonstration of the procedure and a sample of the finished product. It is necessary to show the entire procedure before approaching the lesson in a step-by-step fashion. It is also helpful to show other children's finished work, thus providing examples and motivation. The mentally retarded child requires more time to observe; therefore, the art experience should not be too extensive. The child also will need more assistance than the normal child in looking at visual aids, and may require additional verbal cues to understand the lesson. Activities and skills should be planned to increase gradually in difficulty. This requires continuing evaluation and observation on the part of the teacher to assist in planning future art activities.

Suggestions for Working with the Mentally Retarded

--Continually evaluate the child's level of knowledge and skills.

--Plan an art program to fit the child's individual needs.

--Break activities into parts and teach each separately.

--Demonstrate all procedures and question the student to determine understanding and comprehension.

--Use a multisensory approach to present information.

--Ask questions frequently and observe the student carefully to determine if instructions have been understood.

--Minimize distraction by giving particular attention to seating arrangements (e.g., move student with short attention span away from the window).

--Use tangible examples.

--Make samples but, if necessary, remove them to prevent copying.

--Establish eye contact to prepare the student to listen and observe.

--Repeat instructions.

--Distribute materials only when needed since the availability of many materials can be distracting.

--Provide stimulation to motivate the desire to learn (critical for the severely/profoundly retarded).

--Provide individual assistance (varying levels of retardation require different kinds of assistance).

--Establish rules and provide clear expectations for the students.

--Assist students when necessary with self-care (e.g., washing hands or putting on smocks and coats).

--Encourage students to assist each other.

--Involve students in clean-up activities.

--Provide opportunities for success and expect success from these students.

--Use a systematic file of printed illustrations.

- Multihandicapped

Multihandicapped children are those with more than one handicapping condition. These handicapping conditions might include: cerebral palsy, mental retardation, orthopedic impairments, sensory loss (vision or hearing), birth defects, emotional disturbance, and others. Additional adaptations may be needed for the instruction of these students.

- Orthopedically Handicapped

One of the most important considerations in teaching the orthopedically handicapped is the adjustment and improvement of the child's self-concept. The orthopedically handicapped student is different from others because his or her handicapping condition is so conspicuous. In social settings, the child may fear rejection and feel inferior in the company of non-handicapped persons. Many of these students have limited mobility and are dependent on the home for most social contacts.

A large number of physically handicapped students have cerebral palsy. This condition, usually congenital, causes a dysfunction in the motor area of the brain which may affect one or more limbs. Other limiting conditions such as sensory impairment, speech defects, mental retardation, or seizures may be experienced by the child with cerebral palsy.

Some physical handicaps require adaptive devices to compensate for the loss of movement of a limb. The child may receive treatment in physical and occupational therapy. When determining how the child may best function in art class, the teacher should discuss the child's handicap and needs with the therapist.

Suggestions for Working with the Orthopedically Handicapped

--Make the facility as safe as possible through an awareness of space and barriers and the removal of all obstructions.

--Make provisions for the child to work comfortably, whether standing or seated in a wheelchair or in a specially designed chair that enables the individual to sit up.

--Use materials adapted to the child's needs if necessary (e.g., special devices to hold and grasp tools).

--Provide assistance to maintain balance if needed; prevent falls.

--Provide materials that are easily manipulated by those students with poor motor control.

--Lower tables to fit wheelchairs or provide lapboards on which the child may work.

--Provide tools and materials that require little effort for those students with limited strength.

--Provide tools that will develop more independence (e.g., electric pencil sharpener).

--Stress experiences that will involve those muscles needing strengthening.

--Encourage maximum independent action.

--Emphasize the expression of ideas rather than the use of particular techniques.

- Other Types of Health Impairment

Children with other health impairments have unique problems related to their medical condition. Many of these children have missed school and may lag educationally behind children of the same chronological age. Depending on the specific condition, a child may tire easily and appear drowsy from physical exertion. Some of these children may seem disoriented and prone to fluctuations in behavior due to the effects of medication.

An art program for such children may have to be differentiated from the regular program; however, participation should be restricted only by the limitations of their medical condition. Instruction may have to be interrupted to permit brief rest periods, medical treatment, refreshment, nourishment, or trips to the bathroom. The art teacher should know the medical history of the child and be prepared to seek medical assistance when indicated.

- Seriously Emotionally Disturbed

The behavior of many seriously emotionally disturbed children can vary significantly with changes in mood. Typical behavior may include inconsistent responses, erratic behavior, or inability to get along with others. Many of these children may be receiving treatment from school psychologists.

Those children who exhibit more severe behavior problems, such as autism and schizophrenia, are usually placed in self-contained classes or served in residential settings. Their treatment is complex because they may be non-verbal, withdrawn, and show little or no affection.

Teaching the seriously emotionally disturbed child requires flexibility, self-control, and patience on the part of the teacher in adjusting to an ever-changing classroom climate. Empathy with the child and sensitivity to changes in individual and group moods help the teacher to respond immediately and with good judgment. It is important that control of the students be established and maintained before any art instruction occurs.

Suggestions for Working with the Seriously Emotionally Disturbed

--Plan arrival and departure procedures and follow them carefully.

--Meet students at the door and greet them individually.

--Be prepared and organized before beginning the class.

--Develop a few mutually agreed upon class rules with students and follow them consistently.

--Arrange adequate seating space for students.

--Plan activities that achieve immediate results.

--Offer a choice of media in the lesson.

--Find individual interests and abilities by exploring a variety of media.

--Minimize frustration in activities but try to build a tolerance for more complex tasks.

--Emphasize and praise the completion of a project.

--Build confidence through success.

--Display artwork frequently and give recognition for individual efforts.

--Encourage group discussions on art, films, television, and personal experiences.

--Allow students enough time to finish work.

--If a behavior modification program is being used, work with the special teacher to reinforce this procedure in the art room.

--Keep a chart of the student's progress, in regard to behavior, activities, and completed works.

--Break down instruction into well-defined steps and reteach any step if required.

--Use praise to reward the successful completion of each step.

- Specific Learning Disability (LD)

LD students may come to art class with a fear of failure and be easily frustrated in efforts to complete tasks with which they have become dissatisfied. There are children who have a specific learning disability who have average or superior intelligence, are highly creative, and who still experience failure in one or more academic subjects.

Art classes offer the child with a specific learning disability an opportunity to find success. Art lessons can be designed that are success-oriented and do not require conformity to standards of good-bad or right-wrong. Art lessons of short duration provide immediate feedback and success while developing manipulative skills, perception, and creativity. Children with specific learning disabilities especially enjoy discovering new materials and having choices of media.

The learning disabled tend to be more product-oriented than others. The artwork produced is a symbol of personal success. This is manifested by comments such as the following: "I want to hurry and finish so I can take it home." "I want to show my Mom what I made."

Following are some general characteristics of specific learning disabilities. Few children will exhibit all of these; however, they will exhibit a cluster of them.

*Mild speech and language difficulties (e.g., slow or choppy speech).

*Auditory discrimination problems.

*Hearing problems, sometimes varying within a single day.

*Misinterpretation of verbal instructions, written or oral.

*Problems in motor and perceptual development.

*Difficulty with abstract reasoning.

*Fluctuating performance in subject areas.

*Aggressiveness and a tendency to follow the leader and to over-react to situations.

*Easily distracted from task.

*Need for structure in all activities.

*Hyperactivity (a tendency to get out of seat and wander, to exhibit excessive movement in chair, and to be talkative).

*Easily frustrated.

*Reading problems.

*Oral verbal ability much better than written verbal ability.

*Easily confused by background noise or background visual patterns.

*Perceptual problems (space and time confusion).

*Difficulty with sequencing.

Suggestions for Working with the Learning Disabled

--Establish and maintain class routines.

--Give instructions clearly, directed at the individual student.

--Provide secluded area to work (such as a study carrel) if the student is confused by background motion and sound.

--Avoid activities requiring oral reading if the student has a reading disability.

--Offer choices of media.

--Before attempting a project, give practice time to explore media and to develop skills.

--Provide manipulative activities.

- Severely Speech Impaired

The speech impaired student is not necessarily intellectually impaired and can usually function in a regular classroom. If there are no auditory problems present, the child can be expected to understand concepts, to follow instructions, and to perform as normal children do. There is little need for special handling unless the student is enrolled in a class for students with other handicapping conditions. In this case, the art teacher will follow the suggestions recommended for the other area of exceptionality. The student enrolled only in a speech and language program receives approximately one hour of therapy

a week, and the rest of the time attends a regular class. Such a student can be very successful in a regular art class.

Shifts in classroom routine are not necessary for speech impaired students; however, certain instructional techniques may be advisable.

Suggestions for Working with the Severely Speech Impaired

--Listen carefully while the student is talking (i.e., listen for content rather than for unusual articulations).

--Repeat that part of the sentence which was understandable and ask for whatever was not understandable. This approach will probably ease the child's embarrassment and make him or her more willing to elaborate.

--Stimulate the use of speech with the young non-verbal child.

--Encourage self-expression and self-confidence (e.g., through puppetry, the child could express an understanding of stories and experiences without being self-conscious or inhibited).

--Raise questions--who? what? where?--and encourage total language development.

--Avoid situations that would draw attention to student's problem.

--Give ample time to the student who stutters. Wait until the sentence is finished; avoid completing the sentence yourself or putting pressure on the student.

--Avoid placing the stutterer in a verbal situation that would draw attention to his impairment.

- Blind and Visually Impaired

Visual problems limit the amount of information that may be presented at one time. Three groups of individuals are included in this section: totally blind, legally blind with limited residual vision, and visually impaired. It is important for the art teacher to talk with the vision specialist to determine the nature of a handicap and to gain a better understanding of how the student may be helped. Teaching the blind and partially sighted child requires a shift

from visual to auditory techniques, as well as teaching through all remaining senses. If a child is partially sighted however, use of vision should be encouraged. Accommodations needed for the blind and visually impaired student include techniques designed to maximize the use of sight or other senses. The following suggestions may or may not be applicable, depending upon the degree of visual impairment.

Suggestions for Working with the Visually Impaired

--Provide maximum lighting.,

--Approach the child from sighted side.

--Seat the child near the teacher for oral instructions and use of visuals. Define each task orally, and guide the student's hand in performing the task.

--Stress oral expression of feelings and experiences.

--Use teacher-made cassette tapes on art appreciation to develop word pictures.

--Name and identify objects and terms aloud.

--Encourage interaction with classmates which enables visually impaired students to benefit from the experiences of their sighted peers.

--Use a flashlight or small light to illuminate work.

--Provide tactile experiences as reinforcement.

--Place materials close to the student's work space. Have the child use a tray or box to store and locate materials.

--Prepare materials for easy use (e.g., put paint in low containers that will not tip, cut off paintbrush handles).

--Allow students to feel the tools and to learn about the materials before beginning work.

--Work with basic art skills before attempting projects.

--Use audio aids (i.e., tape recorders and record players) as a significant part of instruction.

--Offer many opportunities to investigate tactile materials (e.g., embossed surfaces, geometric designs, and wood blocks).

--Use glue outlines (or other raised lines) around shapes on paper to provide visual-tactile discrimination.

--Make children aware of corners of paper.

--Work with colors that have strong contrasts.

--Use a highly-colored surface rather than a neutral one.

--Provide instruction in braille if necessary. Label storage areas in braille (very few students require this adaptation).

--Insure the safety of the classroom (e.g., close cupboard doors) and of materials.

--Use small sculptural pieces that can be held in the hand.

Sample Individualized Education Programs

The IEP which follows illustrates ways in which the student objectives could be taught or reinforced in the art classroom.

Sample 1 is an example of a complete IEP. This form, used in conferences with parents, teachers, administrators, and support personnel, outlines a student's program for a year. The appearance of the form may differ among school divisions, but the basic content is specified and should be fairly standard. Sample 1 indicates that the student is being taught in a special education program and that (Section IV) the student will participate in group art classes.

Sample 2 contains examples of specific learning tasks based on goals and objectives in Sample 1. It is intended to illustrate methods in which the art program can teach or reinforce these objectives.

Sample 3, which is not referenced to a Sample IEP as above, shows how IEP short-term objectives and specific learning tasks may be written specifically for art. It illustrates an art program in which annual goals are expressed through objectives in art-related skills.

The art instructor could also work with the handicapped child in the following ways:

--Consult with the regular teacher and help to reinforce classroom objectives through art.

--Provide art therapy, if trained in this area.

--Arrange cultural enrichment experiences as a related service.

SPECIAL EDUCATION
INDIVIDUALIZED EDUCATION PROGRAM

Section A

LEA _____

I. Student Jones, Susan B. Date of Birth 7/17/70 Age 10

Date of Eligibility 5/15/78

Parent/Guardian M/M John Jones

Date of IEP Meeting 9/2/80

Address 1515 Chadburn Drive Phone 304/555-7777

Handicapping Condition TMR

Richmond, Virginia 23233

Expiration Date of IEP 9/2/81

II. Present Level of Performance (Summary Data)

Academic
Reading - Pre-readiness Level
Mathematics - Pre-kindergarten

Communication Skills
Expressive Language--seldom initiates verbalization; gestures; one-word - difficult to understand.

Listening Skills
Seems to understand what is said though attention span is short.

Written Word
Difficulty associating printed symbol and spoken word.

Self-Help Skills
Somewhat dependent in areas of toileting, dressing, and eating.

Social Adaptation/Behavior
Little interaction with peers though liked by them. No behavior management problem.

Gross Motor
Poor

Fine Motor
Poor - eye contact, too, is poor, making cutting, tracing even more difficult.

Sample copy 1

CONFIDENTIAL: The information on this page must be maintained in the student's confidential file.

III. Special Education and Related Services	Frequency and Duration (per wk)	Date to Begin	Anticipated Completion Date	Location/Provider
Adaptive Physical Education	3/4 hour, 2 days/wk.	9/80	6/81	Lee Elementary/Judy Smith
Self-contained--TMR	4 hours, 5 days/wk.	9/80	6/81	Lee Elementary/Rudy Brown

Transportation: General X Special _____

IV. Extent of participation with non-handicapped students:

	ACTIVITIES	AMOUNT OF TIME PER WEEK
Academic	Art	45 Minutes
	Music	30 Minutes
Non-Academic	Lunch Period	30 minutes/day; 5 days/week
	Recess	40 minutes/day; 5 days/week
Extra-Curricular	Crafts and Arts	1 Hour

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V. Present at Individualized Education Program Meeting

Date	Signatures of Persons Present	Relation to Student
9/2/80	Sally Jones	Parent/Guardian
9/2/80	Rudy Brown	Sp Ed Teacher
9/2/80	Arnold Myers	Sp. Ed. Coordinator
9/2/80	Shelley Walker	Art Teacher

NOTE: All of the elements of the IEP (including Section B) must be completed before the signature of the parent(s) is obtained.

VI. I give permission for my child, Susan Jones, to be enrolled in the special education program described in the Individualized Education Program Plan. I understand that I have the right to review his/her Individualized Education Program at any time. I understand that I have the right to refuse this permission and to have my child continue in his/her present placement pending further action. I have received a copy of the IEP.

9/2/80
Date

Sally Jones
Signature of Parent/Guardian

I do not give permission for my child, _____, to be enrolled in the special education program described in the Individualized Education Program Plan. I understand that I have the right to review his/her records and to request another placement. I understand that the action described above will not take place without my permission or until due process procedures have been exhausted. I understand that if my decision is appealed, I will be notified of my due process rights in this procedure. I have received a copy of the IEP.

_____
Date

_____
Signature of Parent/Guardian

CONFIDENTIAL: The information on this page must be maintained in the student's confidential file.

Section B

Student Susan B. Jones Date of Birth 7/17/70

VII. Annual Goals:

The student will improve in the areas of:

1. Pre-readiness skills.
2. Mathematical skills.
3. Communication skills.
4. Fine and gross motor skills.
5. Social adaptability skills.

VIII. Short-Term Objectives:

Objectives for Goal 1:

a) student will identify likenesses and differences of shapes;

b) student will recognize certain colors; and

c) student will discriminate between concepts of big and small.

Criteria and schedule for evaluating: The student will demonstrate 80% success in achieving Objectives (a), (b), and (c) as measured by teacher-made evaluation instruments and as observed by the teacher. Evaluation will be conducted quarterly.

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NOTE: Information on this page may be maintained in the student's cumulative file and/or teacher's file.

Student Susan B. Jones Date of Birth 7/17/70

VIII. Short-Term Objectives (Cont.):

Objectives for Goal 2:

a) the student will rote count numbers 1-5;

b) the student will recognize numbers 1-5; and

c) the student will recognize numbers 1-3 as related to objects.

Criteria and schedule for evaluating: The student will demonstrate 80% success in achieving Objectives (a), (b), and (c) as measured by teacher-made evaluation instruments. Evaluation will be conducted quarterly.

Objectives for Goal 3:

a) the student will initiate conversation with others at least four (4) times in one day; and

b) the student will produce three (3) word simple sentences in a conversation.

Criteria and schedule for evaluating: The student will demonstrate achievement in Objectives (a) and (b) as measured by a language sample taken on a quarterly basis.

NOTE: Information on this page may be maintained in the student's cumulative file and/or teacher's

Student Susan B. Jones Date of Birth 7 / 17 / 70

VIII. Short-Term Objectives (Cont.):

Objectives for Goal 4:

a) the student will manipulate scissors to cut out paper objects;

b) the student will trace letters and numbers; and

c) the student will manipulate simple puzzles and toys.

Criteria and schedule for evaluating: The student will demonstrate 75% mastery of skills needed to achieve Objectives (a), (b) and (c) as observed by the teachers. Evaluation will be ongoing.

Objectives for Goal 5:

a) the student will interact with peers during free time activity; and

b) the student will give and take in a socially acceptable manner by gesturing.

Criteria and schedule for evaluating: The student will demonstrate achievement of Objectives (a) and (b) as observed by the teacher. Evaluation will be ongoing.

NOTE: Information on this page may be maintained in the student's cumulative file and/or teacher's file.

Sample copy 2

Name: Susan B. Jones

*Examples of how the short-term objectives can be taught or reinforced through art:

Learning Objectives	Specific Learning Tasks and Methods	Learning Materials and Equipment Needed
Pre-Readiness (general)		
Student will identify likenesses and differences of shape using 4 basic shapes--square, circle, rectangle, triangle	--Cut and paste basic paper shapes --Work with basic circle for face and features --Construct figures and animals from basic shapes --Make shapes with sponges --Make monoprints from found objects --Work with shaped wood blocks and make sculpture --Make cardboard line prints into shapes	Variety of papers, i.e., construction, wallpaper, cardboard Tempera paint sponge Printing ink Wood scraps, glue, nails, hammer
Student will demonstrate an understanding of the following concepts of directionality: on top of, under, over, behind, after, in front of, before, around, in, out, beside	--Stress top and bottom of paper in all 2-D painting lessons --Work with fine-motor brush movements, circular and up and down --Construct 3-D work (sculpture) to stress building on top of, under --Paint, using real objects and figures: the girl is in front of the house, the tree is beside the car, and overlapping. --Work with rubbings, monoprints where the texture is under the paper --Work with simple stitchery for up and down movement --Work with simple weaving for over and under movement --Make 3-D cutouts	Visual aids and examples: Wood Glue Tempera paint Paint, ink, crayon Rollers Yarn, burlap and needle Loom, yarn Cardboard, scissors

*These examples are not considered to be a part of the formal IEP, but rather as a part of the daily instructional lesson plan.

Name: Susan B. Jones (Examples Cont.)

Learning Objectives	Specific Learning Tasks and Methods	Learning Materials and Equipment Needed
Reading Pre-readiness		
Student will recognize following colors: red, blue, green, purple, black and brown	--Practice mixing colors and making own colors --Practice identifying and naming colors in each art lesson --Stress associating color with wearing apparel and with other objects, e.g., yellow (banana creme), purple (plum pudding), blue (sky), red (candy apple), green (grass), brown (chocolate pudding)	Tempera paint Acrylic Watercolor Art Color Media and examples. Color charts and cards, color aids, visual aids Tempera, crayon, chalk, colored cellophane, and paper
Student will discriminate between concepts of big and little	--Using concrete examples such as big circle, small circle --Work with 2-D and 3-D shapes such as big eyes, little eyes, big block and little block --Work with design by placing small shape on top of big shape	Different sized circles of metal, wood and paper Size puzzles Beads, blocks, shapes Jewelry-making equipment Big beads, small beads Paper, scissors, paint Collages - magazine and tissue paper
Expressive Language		
Student will ask for assistance if needed	--Raise hand to ask for material and/or assistance, talk about work, evaluate it	
Fine Motor Control		
Student will trace first and last name and address	--Draw around wood blocks that are 3-D --Practice grasping through use of pencil/marker in creative drawing	Crayon, markers, pencil, chalk, pen and ink Pencils and markers

Name: Susan B. Jones (Examples Cont.)

Learning Objectives	Specific Learning Tasks and Methods	Learning Materials and Equipment Needed
Fine Motor Control (Cont.)	--Make line prints by incising drawing on styrofoam	Pencils, ink and styrofoam
	--Make crayon drawings, pressing hard	Crayons and paper
Student will trace numbers 1-5	--Create a drawing from a number	Marker, crayon, chalk
	--Paint on large paper and create a design	Tempera paint and paper, 18 x 24
Student will color large circles, staying within boundaries and covering entire shape	--Paint balls, lollipops, balloons	Tempera paint, paper
	--Tear paper, place pieces in large circle and create form, e.g., face, pumpkin, etc.	Paper, scissors
	--Make imaginary circle and lines in the air	
	--Color in shapes with built-up glue borders	Glue, construction paper
	--Work with watercolor resist so watercolor will flow only to edge of circle	Paper, crayon and watercolors
Student will cut from paper large squares, rectangles, and triangles, each boldly outlined	--Cut shape, glue on paper	
	--Cut outlined pictures from magazines	Magazines Paper Scissors Glue
	--Cut on a marked line and practice fringing technique	
	--Make paper construction from strips	
Student will manipulate simple puzzles and toys	--String various materials, create jewelry	Beads, yarn, scraps, such as foam, buttons, spools
	--Work with clay	Clay
	--Create 3-D paper sculptures	Paper
	--Work with form and shape puzzles	Lauri Fit-a-Shape and Fit-a-Size Puzzles
Student will learn to use scissors	--Practice grasp of scissors then open and close	
	--Practice cutting on marked lines across and up and down paper	Paper and scissors

Name: Susan B. Jones (Examples Cont.)

Learning Objectives	Specific Learning Tasks and Methods	Learning Materials and Equipment Needed
Written Language		
Student will recognize simple words and own name in print	--Write name on back of art work --Find own art products (by identifying name)	
Student will recognize words--DANGER, POISON, MEN, and WOMEN	--Recognize and repeat words written by teacher on blackboard	Field trips. Actual experiences
	--Create drawings relating to these words and their use (tell story in drawing)	Paper Mixed media Magazines, glue
	--Make magazine collage relating to these subjects	Paper
	--Recognize and repeat words written by teacher on board	Tempera paint, large paper, newspaper, wheat paste
Social Adaptability		
Student will interact with peersduring free time activity	--Participate in group mural painting	
	--Participate in group activities with paper maché	
	--Encourage sharing of materials and cleaning up	
	--Pair students on big art projects	Paper bags, scrap felt, paper, glue, trims, etc.
	--Put on plays with art projects, as cloth or paper bag puppets from story characters	
Mathematics		
Student will rote count 1-5	--Make clay beads, counting the balls	Clay
	--Roll balls of yarn	Yarn
	--Count strings for creating macrame	Jute or twine
	--Make bead color patterns	Beads

Name: Susan B. Jones (Example Cont.)

Learning Objectives	Specific Learning Tasks and Methods	Learning Materials and Equipment Needed
Mathematics (Cont.)		
	--Stress number of objects in all creative projects --Limit the number of colors that can be used	Visual aids Paints Photographs Slides
Student will recognize numbers 1-5	--Create design with pre-cut numbers --Make numbers using cardboard printing and sponge --Using large chalk, make numbers into imaginary characters	Pencils, scissors, crayon Textures, sponge Cardboard Chalk, paper
Student will recognize numbers 1, 2, 3, as related to objects	--Stress in figure drawing, 2 eyes, 2 ears, etc. --Work with inches on a ruler for measuring yarn and string --Stress how many colors, circles, shapes she is using in the activity --Give opportunity to express number concept	Paper, mixed media Ruler

Name: William R. Smith

Learning Objectives	Specific Learning Tasks and Methods	Learning Materials and Equipment Needed
<u>Increased Fine Motor Control</u>		
Student: (1) will learn to grasp a pencil/crayon and brush (2) will learn to cut on a line	--Make line drawings and paintings --Provide cutting experiences with step-by-step instruction	Pencils, crayon Paint, brushes Scissors, magazines and construction paper
Student: (1) will learn to paste shapes (2) will develop eye/hand coordination	--Provide pasting experiences in 2-D and 3-D artwork --Provide experiences drawing from real objects	Paste, scissors, construction paper
Student: (1) will develop muscular control (2) will increase motor skills appropriate to abilities	--Work with a medium until the student can control it --Provide experiences with clay (squeezing) and fingerpaint (control of hands) --Provide drawing experiences permitting student to express ideas of interest	Multimedia Drawing and painting Media Clay and fingerpaint Drawing media of various types
Student will be able to color within outline of a designated shape	--Student will be encouraged to color in areas	
<u>Increase Self-Image and Self-Concept</u>		
Student will develop social skills by working within a group, i.e., sharing, waiting turn, appreciating rights of others	--Share materials and tools for lessons --Make group projects such as mural painting	Paint Large paper Mixed media
Student will develop success in art media at own level of expression	--Display his work --Give verbal praise and recognition for effort	Exhibit area for student artwork Mount or frame artwork

Name: William R. Smith (Example Cont.)

Learning Objectives	Specific Learning Tasks and Methods	Learning Materials and Equipment Needed
<u>Increase Self-Image and Self-Concept</u>		
Student will improve self-image	--Make 2-D and 3-D figure drawings to demonstrate understanding of body parts and self-image --Make life-sized cut-outs of self	Paper, crayon Marker, wood human figure "Lec's Make Faces" (Trend Enterprises) Scissors, crayons Paint
Student will develop good social skills	--Promote use of good manners; student is expected to say "please" and "thank you" and to raise hand for assistance, help in clean-up, and follow classroom procedure	
Student will improve socialization skills in the community.	--Provide field trips into community where student will demonstrate behavior in a variety of settings	Visits to galleries, museums, and other cultural resources
Student will establish better self-concept and increase confidence in his own ability	--Meet with art therapist twice a week, individually or in a group. Art experiences will stress success and the expression of feeling through the art media.	Multimedia materials
Student will develop abilities in leisure time activity.	--Encourage working with creative materials that can be used in the home. Make macramé hangings, belts, simple weavings, stuffed figures, original cards, etc.	Media of choice
<u>Increase Perception of Self and Environment</u>		
Student will develop awareness of the senses, i.e., to see, to listen, to smell, to touch, and to taste	--Practice listening to sounds and painting and drawing --Experience tactile discovery of materials	Records. Recorded sounds of objects Visual-auditory slide presentation Kaleidoscopes. Texture kits consisting various materials and textures

Name: William R. Smith (Example Cont.)

Learning Objectives	Specific Learning Tasks and Methods	Learning Materials and Equipment Needed
Increase Perception of Self and Environment (Cont.)		
	--Make rubbings from surroundings	Textures in environment. Crayon, paper
Student will develop appreciation of the beauty of the environment	--Take walking tours; make nature collage; make leaf stencils and prints	Nature objects. Leaves, sticks Student magnifiers
Student will increase perceptual learning through sensory stimulation and response	--Practice using the senses; feel surfaces and tactile objects	
	--Make projecs that enhance use of all senses, i.e., clay, tissue collage, films, textiles, rock sculpture, weaving	Clay, tissue paper, leader film yarn, looms
Tool-Subject Readiness		
Student will increase visual literacy, i.e., by naming objects and colors to broaden conceptual knowledge	Provide examples for discussion and motivation to encourage student's understanding. For example, lesson is "To Paint Birds"; show examples--visuals; show film; expand vocabulary; relate experiences with real birds	Visual aids Magazines Photographs Film Wipe-off color cards and shapes (Trend Enterprises) Naming names pictures Cards (Ideal)
Student will increase concepts of directionality: left, right, up, down, top, bottom	Practice brush strokes; up and down Make 2-D and 3-D projects, stressing these concepts	
Student will increase visual discrimination between shapes: similarities and differences	Identify shapes and differences between them Use shapes that require creative problem solving	Collage Assemblages Pre-cut shapes Parquetry Design Blocks (Milton Bradley) Building Bead Patterns (Ideal)

Name: William R. Smith (Example Cont.)

Learning Objectives	Specific Learning Tasks and Methods	Learning Materials and Equipment Needed
Tool-Subject Readiness (Cont.)		
Student will increase concepts of size: big/little, short/tall	Encourage recognition of these concepts by working with objects of different sizes and lengths	Paper, tool, real objects, yarn
Student will listen and follow instructions to complete the art task	Divide instructional lesson into steps so student can be successful at each step, e.g., 1. Make clay ball; roll it 2. Texture the ball 3. Stack the balls and arrange in composition	Clay
Student will be able to use variety of tools	Use tool at own level of ability; make projects, using these tools	Hammer and Nails Sandpaper Wire cutter Saw
	Motivate student to make drawings. Stimulate visual memory of student	Slides, films, books, visual aids, field trips, any choice of art media
Student will express his thoughts about his work	Discuss student's work	
Student will organize thought and sequencing when doing an art task	Make storyboards and other creative items that call for developing ideas in a sequence	Pen and ink Markers Sequence Card Visuals
Student will increase verbal skills, word building	Encourage speech and active participation in class discussion	Illustrative materials-- Example by steps - ("How To") Sample
Student will apply concepts to art performance	Create puppets and put on dramatizations	

ACCESSIBILITY TO THE ARTS

Accessibility to the arts refers to the removal of any physical and social barriers that may hinder or exclude participation of the handicapped in the arts. Program equality means that all activities and facilities should be as accessible to the handicapped as to other students. These should include productions in music and theatre as well as museum exhibits, displays, and art education programs (Architectural Accessibility, p. 5).

Federal laws requiring barrier-free environments for the handicapped include the 1968 Architectural Barriers Act, Public Law 90-480, and the 1973 Rehabilitation Act, Public Law 93-112.

Section 504 of the Rehabilitation Act states:

> *"No otherwise qualified handicapped person in the United States. . .shall, solely, by reason of his handicap, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."*

"Broadly defined, the law means that any federally supported activity must not exclude handicapped people because its facilities are inaccessible" (Architectural Accessibility, page 5).

The National Council on the Arts, 1973, endorsed the following resolution:

> *One of the main goals of the National Endowment for the Arts is to assist in making the arts available to all Americans. The Arts are a right, not a privilege. They are central to what our society is and what it can be. The National Council on the Arts believes very strongly that no citizen should be deprived of the beauty and the insights into the human experience that only the Arts can impart* (Architectural Accessibility, page 3).

The handicapped include a significantly large segment of the population who have difficulty participating in art activities. The extent of the problem is indicated by the following statement:

> *According to the latest estimates, there are 11.7 million disabled, 12.5 million deaf, 11 million hearing impaired, 1.3 million blind, 8.2 million visually impaired, 6.8 million mentally retarded, 1.7 million homebound, and 2.1 million institutionalized United States Citizens* (We're Pleased That You Are Interested in Making the Arts Accessible to Everyone, page 72).

The handicapped are denied access to many museums, theatres, and educational facilities because of architectural barriers, including curbs, narrow doors, hard-to-open doors, lack of elevation and accommodations for wheelchairs and improper height of switches, telephones, and drinking fountains. There are also attitudinal barriers, such as fixed admission requirements, literacy tests, insurance restrictions, and prerequisite credentials.

There is a need to adapt existing facilities and to promote participation in museum activities. Such participation could be encouraged by the use of braille for labeling and for texts, by auditory presentations, by the use of sign language in training tour guides, by exhibits appealing to the tactile sense, and by creative involvement in art productions. Many theatres are aware of the demand for sign language during theatre performances, and programs are being designed for involvement of the handicapped in the performing arts. A few special programs already exist, such as those at the Metropolitan Museum of Art and the Cleveland Museum.

The following are features of cultural facilities that lend accessibility to the handicapped: ramps, elevators, braille labels, tours in sign language, sign language translation of plays, conveniences for the handicapped (e.g., water fountains, telephones, restrooms), participatory programs for the handicapped.

NEEDS AND RECOMMENDATIONS

Art and the IEP

In the preparation of an IEP, art experiences need to be considered. In cases where it is determined that art could be of special benefit to a child, art objectives should be included in preparing the IEP. Children may achieve certain skills more easily through art than through other experiences. In such cases, the art teacher could participate on the IEP committee or plan art activities in cooperation with the classroom teacher or special education teacher.

Art as a Related Service

The belief that every human being has a capacity for creativity supports the need for art as an integral part of the educational program of every child, including the handicapped. Art can be incorporated into any program for the handicapped and should be included if non-handicapped children receive such services. For handicapped students art may be included in the IEP and also be treated as a related service.

Need for Integration of the Curriculum

It is recognized that curricular areas overlap and interrelate. If these interrelationships can be emphasized, learning in one area can reinforce learning in another. Toward this end, time for planning and open lines of communication need to be established among all those responsible for the education of a handicapped child. The art teacher may function as a teacher of the handicapped or as a consultant to those working with the handicapped. By communicating frequently with other teachers, the art teacher can ascertain developmental and instructional areas that can be reinforced through art.

Art Personnel as a Resource for Professional Development

Art personnel with a school division need to expand their services for those involved in special education. Art workshops and other inservice training for those who work with the handicapped could promote integration of art in special education programs.

Art Opportunities for Talented Handicapped Students

Art experiences available to handicapped students should be the same as those available to other students. In addition to recreational/vocational art programs, opportunities should be provided for the talented handicapped.

Need for Training Programs

An investigation in Virginia of inservice and college programs dealing with special education and art found few available. There is clearly a need to provide art teachers and regular and special education teachers with experiences in teaching art to the handicapped.

Funding for inservice may be available to local school divisions through the Department of Education, Division of Special Education Support Services.

Non-college credit courses may also be arranged through the Department of Education.

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APPENDIX

Definitions of Handicapping Conditions

These definitions are taken from the Regulations and Administrative Requirements for the Operation of Special Education Programs in Virginia.

The term "handicapped children" refers to those children who are mentally retarded, hard-of-hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, having other health impairments, deaf-blind, multihandicapped, or having specific learning disabilities, and who, because of these impairments, need special education and related services.

The terms used are defined as follows:

1. "Deaf" means a hearing impairment so severe that the child is prevented from processing linguistic information through hearing, with or without amplification.
2. "Deaf-blind" means concomitant hearing and visual impairments, the combination of which causes communication and other developmental and educational problems so severe that they cannot be accommodated in special education programs solely for deaf or blind children.
3. "Hard-of-hearing" means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not defined as "deaf" in this section.
4. "Mentally retarded" means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior manifested during the student's developmental period.

5. "Multihandicapped" means concomitant impairments (such as mentally retarded-orthopedically impaired) the combination of which causes serious educational problems that cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.

6. "Orthopedically impaired" means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

7. "Other health impaired" means limited strength, vitality, or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance.

8. "Seriously emotionally disturbed" is defined as follows:

   a) A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree:

      (1) an inability to learn which cannot be explained by intellectual, sensory, or health factors;

      (2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

      (3) inappropriate behavior or feelings under normal circumstances;

      (4) a general pervasive mood of unhappiness or depression; or

(5) a tendency to develop physical symptoms or fears associated with personal or school problems.

b) Schizophrenia or autism. The term does not include children who are socially maladjusted unless it is determined that they are seriously emotionally disturbed.

9. "Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance , or of environmental, cultural, or economic disadvantage.

10. "Speech impaired" means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

11. "Visually handicapped" means a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

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